

HAMPSHIRE COUNTY COUNCIL

Report

Committee	Standing Advisory Council for Religious Education (SACRE)
Date:	6 November 2018
Title:	Monitoring Group Report
Report From:	Director of Children's Services

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1. Recommendation(s)

- 1.1. That SACRE thanks the monitoring group for their Report
- 1.2. That SACRE supports that a letter is written by the Chair to Ofsted to enquire regarding how the inspectors take the Locally Agreed Syllabus into account whilst making their judgements about RE in Hampshire Local Authority Schools.

2. Summary

- 2.1. The purpose of this report is to inform SACRE of the findings and discussions of the SACRE monitoring group meeting on 1st October 2018.
- 2.2. The group was updated on the current situation regarding the implementation of Living Difference III (LDIII), as well as other projects investigating innovative aspects of LDIII. Reports from primary SACRE monitoring visits, as well as primary and secondary Ofsted reports referring to RE, British Values or SMSC that had taken place since our last meeting were considered in addition to information gathered from other HIAS visits. An update on initial teacher education and current RE staffing was received and considered.

2. Contextual information

- 2.1. This paper supports the Corporate Strategic Plan by ensuring children's provision in Religious Education is secure.
- 2.2. The monitoring sub-group met on 1 October 2018 at The County RE Centre.
Those who attended were:-

Chris Hughes (Chair)

Richard Wharton

Elizabeth Jenkerson

Patricia Hannam

Rhiannon Love

(Supporting Officer)

Justine Ball

(Supporting Officer)

2.3. Apologies were received from:-

Cllr Roz Chadd

Alasdair Richardson

3. Key Issues

3.1 It was noted that Governor Services had made RE a priority in their governor training last year, commissioning three sessions of training. Prior to that SMSC and British values had been a focus.

3.2 There has been a sharp decline in delegate bookings on RE courses and in the light of funding constraints professional development of teachers cannot take a priority at present. Concern was expressed about the longer-term effects this lack of teacher development on quality of RE teaching.

3.3 *Understanding Christianity (UC) and LDIII*

UC is a preferred resource by the Dioceses of Winchester and Portsmouth to support the teaching of Christianity in its schools. Teachers in Church Schools (Aided and Controlled) would value further clarification from HIAS inspectors as to how the *LDIII* links with the concepts in *UC*; in particular for younger children (e.g. *forgiveness / salvation*), was discussed. It was agreed that the SACRE primary adviser would develop existing teaching guidance packs to be sold from the Hampshire RE Curriculum Centre to clarify this.

4. Other projects

4.1 *Religious literacy research project*

An update was received on the successful joint bid (HIAS/Brunel University) for £12,000 from Culham St Gabriel's Trust. The post doctoral researcher has now been appointed at Brunel University. On 31 January/1st February a 24 hour summit will bring together relevant academics to discuss the report from the religious literacy research; finally on 15 February 6 – 10 teachers and NATRE Research Group members will come together in Winchester to discuss the report and consider next steps. This may include bidding for further funds to develop the research practically.

4.2 *P4C and RE project*

Based on the observation that the best RE GCSE results are frequently achieved in schools where philosophical enquiry has been embedded as a

complementary teaching strategy to LDIII, seven secondary teachers are undertaking the Level 1 (2-day course) and also the Level 2a course (a further 2 days) in Philosophy for Children (P4C) with SACRE Professional Adviser. This is also linked with another piece of research ongoing with 2 other HIAS inspectors working at doctoral/post doctoral level (Art and English) into the effectiveness of continuous professional education. One of the impacts being looked at will be whether this may lead to higher GCSE grades over the next three years (*N.B. other impacts will also be considered including teacher well-being*). SAPERE level 1 training has been completed, with level 2a scheduled for February 2019. The five LA schools and two academies are involved

4.3 AREIAC RE future leaders project

Following modest pilot funding to the Association of RE Inspectors, Advisers and Consultants (AREIAC) from Culham St Gabriel's Trust, a model mentoring programme is beginning with 4/5 Hampshire Secondary RE teachers. This is with the intention of developing future RE leaders. All those involved in the project will receive a year's membership of AREIAC.

5. 2018 GCSE results

5.1 At the time of the meeting unverified data had not yet been received from government. However, based on Ofqual data, the national result for grades 9 – 4 is 71.9%, whereas the same source gives Hampshire's results (including Portsmouth and Southampton) as 74.6%.

6. Information from SACRE monitoring visits

Reports from four SACRE monitoring visits to primary schools were discussed and one SACRE monitoring visit to a Hampshire Secondary School

7. Ofsted reports mentioning RE, British values and SMSC

7.1 Primary: There were 29 recent Ofsted reports since the last meeting. Most of these were short reports or section 8 reports, that did not mention or infer religious education had been taken into account. It was agreed to compile a list of Ofsted inspectors who regularly mention RE in their reports.

7.2 Secondary

Since the last meeting there had been three full Ofsted inspections of Hampshire secondary schools. Concern was expressed over the positive comments regarding RE in two of the Ofsted reports. In both cases the curriculum information available online reveals a poor understanding of Living

Difference III, in addition the latest school workforce data show no RE reported in these schools. It was agreed that the chair of SACRE would write to Ofsted to enquire in what way the inspectors had taken the locally agreed syllabus into account whilst making their judgement. SACRE monitoring visits would be made to these schools as soon as possible.

8. Teacher vacancies and uptake on ITT courses

8.1 9 PGCE students are currently on the Secondary RE PGCE course at the University of Winchester. This is up from 6 students in 2017/18. UCAS goes live on 9 October for applications for 2019/20 this is a month earlier than in previous years. IT had recently been announced that for 2019/20 there would be a full £9,000 bursary available for all students who were accepted onto PGCE courses. It is hoped that this will ensure more students are recruited into RE PGCE courses.

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

Hampshire maintains strong and sustainable economic growth and prosperity:	no
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

DocumentLocation

None

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. Equalities Impact Assessment:

- (a) This project/proposal intends to have a positive impact on groups with protected characteristics through enabling children and young people in Hampshire to think, speak and act in more thoughtful ways with regard to others in the community.

5 Impact on Crime and Disorder:

5.1 This project intends to have a positive impact on Crime and Disorder especially with regard to hate crime in the county.

6 Climate Change:

6.1.1 How does what is being proposed impact on our carbon footprint / energy consumption?

Through the use of electronic and digital media.

6.1.2 How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

The teaching strategies employed in Hampshire RE should encourage resilience and thoughtful behaviour in the wider community.